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ABSTRACT

The purpose of this summer workshop was to enhance communication channels between the public school and college personnel, to acquaint public school personnel with resources for enlarging their counseling programs, and to expand upon the concept of vocational counseling. Presentations included (1) "New Dimensions/Problems in Secondary School Counseling" by Clifford R. LeBlanc, (2) "Future Dimensions in Vocational-Technical Education" by E.L. Kurth, (3) "Introduction to Growth Group Experiences" by Tal Mullis, (4) "New Perspectives in Group Work" by Richard Blouch, (5) "Counseling the Disadvantaged" by J.D. Beck, (6) "Counselor Use of Tests" by Marlin R. Schmidt, and (7) Summary and Conclusions by April O'Connell. (CH)

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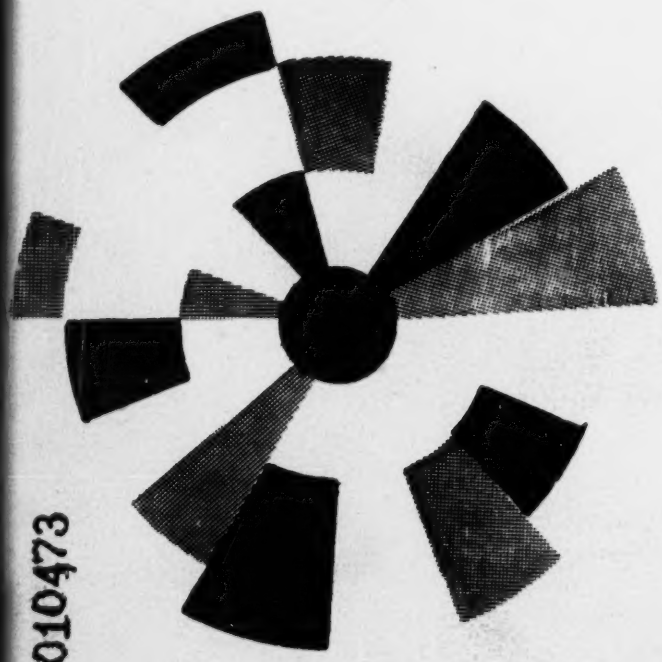

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SANTA FE JUNIOR COLLEGE WORKSHOP 1969

STUDENT AFFAIRS DIVISION
SANTA FE JUNIOR COLLEGE

ONE PARADIGM FOR VOCATIONAL-TECHNICAL COUNSELING

OCTOBER, 1969
GAINESVILLE, FLORIDA

VT010473

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TABLE OF CONTENTS

	Page
INTRODUCTION - Dr. Rubye M. Beal.	1
WORKSHOP FOR COUNTY COUNSELORS - Program.	4
WELCOME - Dr. Joseph W. Fordyce	8
NEW DIMENSIONS/PROBLEMS IN SECONDARY SCHOOL COUNSELING - Dr. Clifford R. LeBlanc	10
FUTURE DIMENSIONS IN VOCATIONAL-TECHNICAL EDUCATION - Dr. E. L. Kurth	15
INTRODUCTION TO GROWTH GROUP EXPERIENCES - Mr. Tal Mullis.	22
NEW PERSPECTIVES IN GROUP WORK - Dr. Richard Blouch.	28
COUNSELING THE DISADVANTAGED - Dr. J. D. Beck.	37
COUNSELOR USE OF TESTS - Dr. Marlin R. Schmidt	42
SUMMARY AND CONCLUSIONS - Dr. April O'Connell	53

INTRODUCTION

Dr. Rubye M. Beal, Dean for
Counseling and Educational Planning
Santa Fe Junior College

In the spring of 1969 representative administrators and faculty members from Santa Fe Junior College and the Alachua County Board of Public Instruction met to evaluate technical and vocational opportunities offered to the residents of Alachua County, Florida. Through this evaluation, it became clear that although progress had been made in providing vocational opportunities, long-range planning was needed to further expand the program. From further meetings between the College president, administrators, faculty members, Alachua County Board of Public Instruction administrators, high school counselors, and high school teachers, long-range plans were defined for a creative and innovative approach to technical and vocational education.

Plans were developed for a new comprehensive center specializing in occupational education. Designated as Santa Fe, North Center, it was thought that this facility would enable the College to consolidate many of its scattered occupational programs under one roof and facilitate the development of occupational courses and programs focused on work centered activity. In addition, plans for some college credit course offerings, counseling, library facilities, and learning laboratories were incorporated as integral parts of the total program.

Counselors in Alachua County High Schools assist students in selecting their programs of study for the next academic year during the last few months of the preceding year. Because of this time schedule, the first task needing immediate attention became that of informing county counselors as to Santa Fe's fall course offerings and facilities. The Student Affairs Division of the College was already involved in working with high school counselors, and consequently assumed responsibility for communicating College plans to the area high schools through this communication channel.

In March, 1969, all of the counselors in the area high schools were invited to spend two afternoons at Santa Fe Junior College. At that time, College instructors, counselors, and administrators presented their thinking as to philosophy underlying vocational-technical education and discussed the programs that would be available through the

facilities at Santa Fe to high school students, beginning in the fall of 1969. While these meetings served as a good beginning point toward clearing up misconceptions, answering procedural questions, and generally improving communication channels, there still was felt a need for further nuturance of these relationships.

A county counselor workshop became the vehicle designed to meet this need, and the machinery was set in motion to make it an exciting, worthwhile experience for all concerned. The College in official action approved a stipend for participants for a two-week workshop, and implementation was assigned to the Student Affairs staff.

Specifically, the workshop was designed to meet the following objectives:

1. Present information about programs available through Santa Fe.
2. Present a broader perspective for vocational counseling.
3. Assist counselors in perceiving self as a facilitator.
4. Provide current occupational and educational information and acquaint participants with occupational resources.
5. Continue to improve communication between high school counselors and Santa Fe faculty.

The Student Affairs staff felt that it was important to first present to the proposed participants (all counselors in Alachua and Bradford Counties) some thinking as to procedures and program format. In a May meeting, tentative dates for the workshop and a skeleton program were presented to invited participants, and June 16, 1969, through June 27, 1969, was selected as a time period when the majority of those interested could attend. Suggestions for program topics were accepted and incorporated in the final program, a copy of which follows.

Consultants from state universities and Santa Fe were asked to give several major presentations. Because of the high quality of these presentations, and in order to share them with a larger audience, the College decided to prepare this publication of major addresses. In addition, the entire plan seemed feasible for use in other Community Junior Colleges as a way of better serving its local community, as an in-service for high school counselors, and as a way of freeing communication channels between county school and College personnel.

Other aspects of the program, although more difficult to put into print and share with the larger audience, were important to the success of the workshop. Through the employer's panel, the field trip to the local University of Florida Teaching Hospital, and films, information as to employment opportunities, job placement, and educational opportunities were given to the participants. Through the small group sessions led by Santa Fe counselors, participants were allowed the freedom to explore self as a facilitator, and to perceive self in relation to students in occupational programs.

In reflecting upon the workshop experience, it seems appropriate to say that any aspect of the program in isolation would not have served the purposes of the workshop. Each experience was planned as part of a Gestalt, and although different aspects were emphasized at different times, the program was designed to provide a totality of experience to meet the objectives of the workshop.

WORKSHOP FOR COUNTY COUNSELORS

JUNE 16 - JUNE 27

JUNE 16 (Mon.)		LOCATION
9:00 AM	Coffee with Santa Fe staff	Conference Room - East Center
9:30 AM	"Welcome" - Dr. Joseph Fordyce, President Santa Fe Junior College	Conference Room - East Center
9:45 AM	Overview of Workshop - Mr. Tal Mullis, Director of the Common Program, Santa Fe Jr. College	Conference Room - East Center
10:15 AM	"New Dimensions/Problems in Secondary School Counseling" - Dr. Cliff LeBlanc, Vice President for Student Affairs, Santa Fe Junior College	Conference Room - East Center
12:00 Noon	Lunch	
1:30 PM	Films - "America's Crises: The Individual" "America on the Edge of Abundance" Discussion	Conference Room - East Center

JUNE 17 (Tues.)		
9:00 - 10:00 AM	"Future Dimensions in Vocational-Technical Education" - Dr. E. L. Kurth, College of Education, University of Florida	Conference Room - East Center
10:00 AM	Group discussion with Dr. Kurth	Conference Room - East Center

JUNE 17 -- Continued--

12:00 Noon	Lunch	LOCATION
1:30 PM	"Introduction to Growth Group Experiences" - Mr. Tal Mullis, Director of the Common Program, Santa Fe Junior College	Conference Room - East Center

JUNE 18 (Wed.)

9:00 - 10:00 AM	"New Perspectives in Group Work" - Dr. Dick Blouch, Counselor, Santa Fe Junior College	Conference Room - East Center
10:00 AM	Group interchange with Santa Fe staff	Conference Room - East Center
12:00 Noon	Lunch	
1:30 PM	Growth Group Experience (2 groups with approximately 10 people in each group) Group Leaders: Mr. George Huber, Counselor, Santa Fe Junior College Mr. Doug Johnson, Counselor, Santa Fe Junior College	Rooms to be assigned

JUNE 19 (Thurs.)

9:00 - 12:00	"Counseling the Disadvantaged" - Dr. J. D. Beck, Associate Professor, Florida A and M University	Conference Room - East Center
12:00 Noon	Lunch	
1:30 PM	Growth Group Experience (2 groups with approximately 10 people in each group)	Rooms to be assigned

JUNE 20 (Fri.)

9:00 - 10:00 AM	Presentation of new programs at Santa Fe Jr. College, i.e., Air Pollution, Health Related Fields, Electronics, and Behavioral Science. Questions will be answered by Santa Fe faculty.	Conference Room - East Center
1:30 PM	Film - "Eye of the Beholder" Discussion	Conference Room - East Center

JUNE 23 (Mon.)

9:00 - 12:00	Panel presentation of employment opportunities. Representatives from Sperry Rand, General Electric, Alachua General Hospital, and V.A. Hospital will present a forum on employment opportunities.	Conference Room - East Center
12:00 Noon	Lunch	
1:30 PM	Film - "Maslow and Self-Actualization" Discussion	Conference Room - East Center

JUNE 24 (Tues.)

9:00 - 12:00	"Counselor Use of Tests" - Dr. Marlin Schmidt, Assistant Professor, Dept. of Personnel Services, University of Florida	Conference Room - East Center
12:00 Noon	Lunch	
1:30 PM	Growth Group Experience (2 groups with approximately 10 people in each group)	Rooms to be assigned

		LOCATION
JUNE 25 (Wed.)		
9:00 - 12:00	Tour of J. Hillis Miller Health Center. Participants meet in hospital lobby at 9:00 AM	J. Hillis Miller Health Center
12:00 Noon	Lunch	
1:30 PM	Film - "The Healers" Discussion	Conference Room - East Center
JUNE 26 (Thurs.)		
9:00 - 12:00	Growth Group Experience (2 groups with approximately 10 people in each group)	Rooms to be assigned
12:00 Noon	Lunch	
1:30 PM	Participants will meet in groups of 4 to plan for implementation of group experiences in their schools. Representative from each group will then present plans to the total group for further clarification and evaluation.	Conference Room - East Center
JUNE 27 (Fri.)		
9:00 - 12:00	"Financial Aid" - Mr. Harvey Sharron, Director of Financial Aid, Santa Fe Junior College "Placement Opportunities" - Dr. Robert Myers, Director of Placement, Santa Fe Junior College	Conference Room - East Center
12:00 Noon	Lunch	
1:30 PM	Group evaluation of total workshop	Conference Room - East Center

SANTA FE
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PRESENTS

WELCOME

Dr. Joseph W. Fordyce
President, Santa Fe Junior College

Your being here this morning adds a new dimension to the challenge that is Santa Fe Junior College. Your joining hands with us in this enterprise has a significance far beyond the immediate results of providing a more nourishing educational experience for a few hundred high school youngsters next year, however important that result is. This cooperative enterprise marks the opening of a new era for education in Alachua County in which we hope this beginning can be a harbinger of many years of fruitful mutual undertakings that will aid the cause of an educative society and a more effective democracy.

During the two weeks of the seminar, we hope to learn much about you and, hopefully, you will want to learn about us; perhaps one of the most significant outcomes is that we can arrive at the point where "we" and "you" will disappear and that we can truly become all "we."

Florida's junior colleges are proud to be a part of the brotherhood of higher education institutions in this great state and as such they share many features of other institutions of higher learning. There are, however, a number of significant differences and it is perhaps of the differences that many of us are most proud.

First, these institutions are for the most part open door institutions, which means that all high school graduates and even occasionally as in our present case, high school students are welcome. Thus, these community colleges stress not the great yawning chasm that may exist elsewhere to separate secondary from higher education, but rather stress the continuity of education. "Growing from where they are," a watch-word long cherished by you as counselors and by your teaching colleagues is no strange concept to the junior college. Two points continue to surprise us: first, the vastness of the difference of academic potential, measured in traditional terms, ranging as it does from a point barely beyond literacy to a point that would qualify the individual almost automatically for

college honors; but, second and much more important, the dramatic response of many, from the lowliest of traditionally defined academic promise to meaningful educational accomplishment.

This result suggests the second major concern of most community junior colleges and certainly of Santa Fe. It is simply that the college has been designed as a college of success. This does not mean that we have any magic answers, that we have discovered a pill that can be swallowed four times a day, that can result in the production of an educated citizen. Education is hard work and yet we have attempted never to confuse hardness with goodness. We believe that meaningful post secondary experience can be provided for the great, vast majority of American citizens that will be meaningful for them and will be productive to the society many times over whatever the cost could possibly be.

The third tenet of many junior colleges, including Santa Fe, is the firm belief that occupational education, in which we will be particularly concerned over the next two weeks, can, should, and must be seen as an integral part of all good education. Arbitrary divisions between or among the segments of education have done all a great disservice, even greater when the categorization has resulted in a stultifying and limited placement of young American citizens. It is our belief that a course traditionally classified as vocational can be a most liberalizing experience and that, obversely, no person is prepared vocationally who has not had every opportunity to develop generally and liberally through the educative process. This tenet, in my judgment, is perhaps the most important consideration in relation to the potential success of our enterprise here for the next two weeks and the larger year-long enterprise for which we hope this seminar can be preparation for us all.

I cannot begin to tell you how appreciative I am for your being here with us today. We hope that it will be a meaningful and pleasant experience for you and, even more, I know that I share with you the hope that this experience will redound to the great benefit of the citizens we serve.

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NEW DIMENSIONS/PROBLEMS IN SECONDARY SCHOOL COUNSELING

Dr. Clifford R. LeBlanc
Vice President for Student Affairs
Santa Fe Junior College

I feel presumptuous to be talking to this group about counseling trends in the secondary school. This is especially true since each of you has been emersed in the counseling of secondary school youth for some time now. On the other hand, an outside observer can sometimes make observations with a degree of objectivity and with validity not possible to the individual who is part of the process being observed. An example of this is the case of a very good friend of mine who is moving his family to Spain for four or five years. When I inquired as to his reason, he stated, "Why to learn about America, of course." So here I am hoping I can stand outside of your professional world so as to help you view it in its varied perspectives.

Since I am sure that my own biases will be operating in what I will say from this point on, I would like to share them with you so that they become explicit and hence understood. A fundamental tenet which has buttressed my view of pupil personnel work is that counseling must not, indeed cannot, exist outside of, or adjacent to the total school environment. I think it is safe to say that counselor training as has been carried on it some of the major counselor education programs in this country, has sowed the seeds of its own destruction. Many counselor educators over the past decade have either ignored, or have not been aware of the reality of the setting or milieu for which secondary school counselors were training. In such programs, in an effort to prepare a professional individual whose primary skill was that of being able to deal effectively in a counseling relationship, other aspects of the work of a counselor were either ignored or downgraded in the training program. Consequently, many counselors approach their jobs, not as broadly based educators and personnel workers with special counseling skills, but as skilled counselors who maintain a posture of being separate from and superior to the classroom teacher. There is ample evidence to suggest that the degree to which the counselor insulates himself from the rest of the faculty, serves to obviate his chances

of successfully performing as an educational professional. There is, however, a growing awareness on the part of counselor educators of the afore-mentioned failure, and a number of efforts are being made to make the adjustments necessary to provide a training program which meets the demands that the schools are making for 1) a professional who sees his job as involving curriculum development and change; 2) the creation of maximum learning environments; 3) the development of a school professional who is most likely to deal effectively in ameliorating value conflicts which are increasingly manifest among faculty, students, administrators, and the community at large.

For the next few minutes, I would like to talk with you concerning recent curricula innovations and other phenomena which are sweeping the country and which have defined implications for counseling and student personnel work at the secondary school level.

1. We are now witnessing the emergency and spread of the middle school concept. This new concept approaches youth, formerly referred to as junior high schoolers, on the basis of individual learning needs and growth patterns rather than on the basis of age grouping. The success of this type of grouping for learning depends heavily on identification of student needs and characteristics, staff and time flexibility, and open ended and changing instructional programs...all depending on counselor-teacher team effectiveness during the entire middle school years. Somewhat related to the middle-school concept is the continuous progress or non-graded approach to learning which is found operating from elementary through the senior high grades. In this curriculum structure, the demand is for more adequate evaluation of a continuing nature, for constant observation of student behavior, for diagnosis and remediation of learning problems, and for development of new methods for measuring and interpreting progress so as to help plan strategies for change. And, like the middle school, the continuous progress curriculum demands a teacher-counselor team effort.

2. Traditional 25-30 seat conventional classroom architecture is becoming <u>passe'</u>; walls are coming down and we are now in the open-school era. In an open school, all teachers work in teams. The resource center is open to teachers and students at all times and there are no desks. Rather, "tote trays" enable a student to move easily from one area to another as he chooses. Teachers work in a group of four (each having approximately 25 children, for a total of 100). The counselor in this kind of program cannot remain in an office, aloof from what is going on, but must get out and "in the action". There still remains a place where some children can meet alone with

the counselor, but the counselor will do more on-the-spot counseling as a fifth member of the team of four teachers. A major implication as counselors and teachers work more in teams, will be a need to help promote communication between teachers as well as between teachers and students. Thus, not only consulting with teachers about students, but counseling with teachers is a possibility. There is also a possibility that self-exploration type groups or growth groups led by counselors might be a continuous part of a teacher's on the job training.

3. The emphasis on establishing discrete behavioral objectives continues to sweep the country and will become more prevalent for several reasons. This emphasis makes it imperative that more thought and planning precede teaching and counseling behavior. This allows educators to justify, as well as clearly evaluate what it is they are doing. List, enumerate, differentiate, etc., will replace words like understand, know and feel. I would like to point out an inherent danger in this approach. Counselors must be on guard for those who interpret this movement as a strict "cognitive" approach with little or no emphasis on feeling. Behavioral objectives, yes—but they should be obtained by methods which are humanistic and personal. Counselors should insure that other "feeling" experiences are part of the learning menu. In this regard, we must make sure that individualized is not equated with mechanized. The most significant learning should still result from the quality of the relationship between student and teacher. A student cannot have a relationship with a machine. And, in this regard, as Kim Wiles, former Dean of the University of Florida, College of Education, used to say, "Any teacher that can be replaced by a machine, ought to be!"

4. I think the signs are clear that we are approaching an era of austerity in terms of legislative financial support to education at all levels, not only in Florida but nationwide. The honeymoon, if educators ever enjoyed one, is over. Educational critics are reflecting a more and more conservative budgetary attitude. This attitude is reflected by demands for cost analysis based on outcomes. This, too, is one factor pressing for behavioral objectives that I mentioned earlier. For personnel workers it will mean greater attention to research, case studies, etc., to provide evidence justifying the cost of counselors in the schools. As professionals, we should be able to point toward accomplishments greater than scheduling and keeping occupational information files in order. On the other hand, certain innovations may provide more

than ample time for counselors to do the job they have always said they could do if such time were provided. The use of computers and other equipment should substantially reduce the amount of time the counselor and teacher currently spend on non-pupil activities. Another more recent innovation is the advent of the paraprofessional. This individual, trained at the Associate Degree level, will provide valuable assistance by doing the more mundane, time-consuming tasks that now plague both counselors and teachers; thus freeing them for more effective planning and execution with more time with students.

5. I hope sincerely that counselors can be free to deal with the monumental social and racial problems which the schools are facing, and will continue to face well into the next century. These include the accelerating increase in the use of drugs which is now reaching down into the upper elementary grades; the problems resulting from integration; the increasing demand on the part of students for a more meaningful role in determining what they should learn in school; and the efforts by students to determine exactly what their rights are as human beings, albeit, young ones. In this regard, radical political activity has become an integral part of school life. Here are some observations made recently in a professional journal. "The aura of revolt permeates their music, fashion, and film. They are extraordinarily independent. Their suspicion of adults is so intense that even college-age radicals in complete sympathy with them must watch their step." If you think I am speaking only of black, underprivileged, lower class youngsters, you are wrong. Most of them are white, children of comfortable middle class parents; bright, scholastically superior progeny of handwringing executives, merchants, school teachers and doctors. Leaders are usually honor students!!

Thus, this implies the necessity of addressing ourselves to the joint tasks of creating meaningful communication and trust between us, as members of the "older generation", and between us and the youngsters who see us as establishment. In this confrontation, counselors must work at representing the students, and in this regard, the counselor will have to focus more on supporting, encouraging and structuring for more positive communication as well as facilitating an honest expression of individual biases, hatreds, preferences, and defeating behaviors.

The moot question is how. It is clear that counselors must assume more responsibility

for humanizing learning. Students are demanding an education that is relevant. They are not buying the "education for occupation" bit. They are asking for a more meaningful, total developmental emphasis where the person is the center of the process.

I M P L I C A T I O N S

There are clear implications for greater emphasis on Group work. The group phenomenon, in total, is based on the power of group dynamics. This does not mean that encounter groups, sensitivity groups, etc., will come to schools as we know them. It does mean that:

1. Adaptations resulting from these intensive group experiences will evolve from research such as that being conducted by Carl Rogers at Western Behavioral Institute in La Jolla, California.
2. There are all kinds of groups, from highly structured, task-oriented groups, to the completely open-ended intense encounter groups. No one approach is a panacea and counselors will have to become comfortable in the use of many different kinds of groups. This strongly suggests an inservice program which includes training in group dynamics, group procedures, group counseling and most important, group experiences.
3. Certain school groups, in an effort to affect conflict resolution, may need to include students, administrators, teachers, and possibly parents in a group experience.
4. Extensive group counseling while being economical in money and time, should also be recognized as more effective than individual counseling for some problems. It is conceivable that with more group counseling, counselors will reach more students and simultaneously find more time to meet students individually.

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FUTURE DIMENSIONS IN VOCATIONAL-TECHNICAL EDUCATION

Dr. E. L. Kurth, College of Education
University of Florida

Since the time of Thomas Jefferson, American society has been operating on the assumption that to make democracy work an educated citizenry is needed. With this assumption in mind, educators might see that education becomes, by way of an analogy, a coin of the currency that makes democracy work. As a coin, education has two sides; one side is general education, the other is occupational education. If the coin is split, it becomes scarred and non-negotiable. If a person's education is split, if he does not have both sides of the coin, his education becomes scarred and non-negotiable. Today, many people at all socio-economic levels, many people of all ages, but especially adults, possess one-sided coins. Articles in the Readers Digest such as "Why Willie Weeps," "Why Johnny Can't Get A Job," and "Why Johnny Can't Read," give examples of people who bear scarred coins. These people have only the occupational side of education; they lack the general education that would enable them to change with the new developments in the occupational world. Or perhaps they have only the general education side, and they, too, are unemployed or under-employed.

Who are these people in American society who suffer from a one-sided education? A look at the unemployment list reveals that the largest group of unemployed is the teenage school dropout, a group that has not attained a complete education in either the general education area nor in the occupational area. The next largest group encompasses those adults whose work skills have become obsolescent. In order to get another job they need more education but unfortunately many of them lack the basic know-how to go on in school. That is one reason why at the present time much of the federally-funded educational efforts are aimed at adult basic education on the elementary and high school completion levels and at adult continuation levels. A basic problem then becomes that of determining which of the presently existing educational institutions is best able to provide the many educational opportunities necessary for the diverse groups that possess scarred coins.

The educational institution that is perhaps most able to educate the entire citizenry is the junior college. The junior college provides post-high school experiences in comprehensive transfer programs, in programs for occupational preparation and in programs for adults. An institution capable of performing such diverse functions is so unique that only the United States among the major nations of the world possesses it. An excellent article putting forth this view appeared in Harper's Magazine in December, 1966. The author had become interested in what was happening in the junior colleges and had been assigned to study various junior colleges for six months before writing the article. His view of the junior college differed somewhat from the view expressed in many textbooks. He saw the junior college as having three basic functions: the transfer function, the trade and occupational training function and the adult education function. For him, the most important function was the trade and occupational preparation function which would consist of post-high school programs providing skills and training necessary for entry into today's labor force. He felt the second responsibility of the junior college was the transfer function under which he included the terminal students, that is, students who started out intending to transfer but who did not. In fact, the author thought that nothing was more terminal than this type of student because he felt these students were not prepared to continue their education nor to get a job. He saw the adult function as being one in which the college provided courses to adults "for the fun of it." The author also cited another group, "time-killers", that is people who are working toward a degree in a nominal way, but are not motivated strongly in any direction. When they are motivated, they move toward that function of the college—the transfer or the occupational—or if unmotivated, they eventually drop out of school.

With these general statements about the junior college, the unemployed, and the general education-occupational education dichotomy as a loose framework, what are the implications for counselors? One point would seem to be that counselors should see that young people do not fall into the trap of thinking that the learning of a specific skill that will insure them entry into the work force will of necessity serve them for their entire working career. It has been fairly well established that the average worker will change occupations, or at least shift from one function to another within the same occupation, six to seven times in his work-life span. Then, too, the content of occupations changes as time passes, and workers who rely on one skill will find themselves out of step with the work world. An example of rapid change in a particular field can be seen in the automotive industry. Although the four stroke engine is still standard, recent years have

seen the addition of air conditioning, stereo tape equipment and aluminum disc brakes, to mention just a few of the innovations that have taken place. The diagnosis of mechanical failure is now often done by complicated pieces of machinery. Auto mechanics must be trained so that they can adapt themselves to such new pieces of machinery and new ideas; the possession of a single skill will not suffice.

Another trap that must be avoided goes hand in hand with the preceding points. Much is heard, pro and con, about the work ethic, and how work and preparation for work are no longer necessary. Experts state that occupations are going to change so rapidly that by the time present day students are ready for the work force, the occupation they prepared for will already be obsolete. However, these predictions are not one hundred per cent correct. True, low skilled jobs are in the process of disappearing. Elevator operators are on the way out with the advent of automatic elevators; cotton picking machines are displacing many workers; and citrus picking machines are a distinct possibility in the next few years. Other examples abound. But civilization is based on the supposition that men need and want work, for psychological as well as economical reasons. Every man wants to provide for himself and his family and wants to do it with dignity and honor. Counselors and educators must be prepared to help fit people into occupations that will fulfill these needs. The needs of the individual as a person, not just the needs of society, must be heeded.

There is still another point that is more important in terms of occupational preparation. If it is true that many low skilled jobs are disappearing, it is equally true that many more semi-skilled and skilled jobs are developing, or, that many jobs of a technical nature once performed by professionals are now going to be performed by paraprofessionals. The field of engineering will serve as an example. As engineering has become more complex, more specialization and differentiation of tasks has followed, until there is a continuum of activities ranging from largely manipulative, specific skills to more complex, abstract ones requiring little if any manipulative skills. The graduate engineer knows how to perform the technical aspects of his work, but he does not have the time to do it; consequently, the skilled technician assumes the responsibility. Below the technical level are other highly skilled or semi-skilled levels which require post-high school training. Predictions have been made that by 1975 at least half the jobs that now exist will

require post-high school training of some type.

The necessity of post-high school training highlights another point of interest for counselors. Entry into the work world will be delayed for one or two years until the individual is nineteen or twenty. This means that counselors will be dealing with a sizeable portion of the American public. Most Americans are young. The median age in this country is roughly 28 years; almost one-fourth of the population of the United States is in school, and enrollments show no sign of decreasing. Again, the institution that will be dealing with more and more of these youngsters will be the junior college. Many of these people live in the suburbs, more than perhaps live in the "inner city" although this may not be true of Gainesville. The junior college is described as a commuter college, demanding transportation for attendance. Some critics say that the junior colleges are thus not serving the needs of the people who need them most. If indeed the junior college becomes just a college for the suburbs, such criticism will be justified.

Counselors must also be prepared for adult students. At one time the adult who came to night class was foreign born, a person trying to learn the language so that he could be assimilated into his adopted land. The picture has been changing in recent years, and the primary thrust of the night programs now is to wipe out illiteracy and to help adults complete high school so that they can be trained for better occupations. The non-white population is of particular concern in this respect. About a month ago the author had occasion to speak to an adult graduating class in a neighboring county. It was interesting to note that the average age of the 213 people receiving high school diplomas that night was twenty-three. One man was seventy-eight, but there were also a considerable number of young people who were beyond the compulsory age for school attendance, who had sat out the year required by the county, and then returned to get their diploma. The question arises quite naturally about the high school programs: Why did these people leave the regular school program? Apparently they found out that they needed education to survive in the world of work and it is to their credit that they returned to school, but it also should make educators pause to wonder at the relevancy of the programs these people were following in the formal educational institutions. More sobering is the recent survey which shows that almost one out of every eight people that received a high school diploma this spring got it through an adult program, either by the General Education Development program or through a regular high school completion.

The counselor must also be aware of the shifting popularity of occupations and the shift numerically from one major occupational field to another. Today, white collar workers, managers, professionals are growing faster than the blue collar workers. Farming and mining are declining fields while service fields are increasing rapidly in terms of manpower. Connected with these occupational shifts is a shift upward in income level. In the past five years income level has risen far enough that one-third of our population formerly classed as poverty level has become part of the next higher bracket. According to the U. S. Department of Labor and the President's Commission much of the credit for this rise must go to the educational institutions and the expansion of the occupational programs in the schools.

For the counselor to be effective in making long range occupational plans with students, it would be well if he knew some of the causes of these changes in occupational levels and fields. Some changes are the result of discovery and invention. About a year ago Key West opened a new water plant that desaltinized water. The plant not only brought great changes in Key West, but it opened up a whole new category of occupations for the entire nation, not to mention in time for the entire world. In the future roughly fifty-two per cent of the new electric power sources will be atomic plants rather than the old coal and steam plants. This change will create a whole new area of occupations. Research creates new occupations as well as new products. Every new synthetic opens up a new job area. The standard of living today demands increased precision in products. Older people may remember when an automobile could be repaired with a piece of baling wire and pliers. That level of precision no longer satisfies people; much more precision is demanded in repairing automobiles and in other repairs also. Space exploration provides another example: nearly 1200 new products have come into existence as a result of this one area alone just in the last five years. Probably the most well known one is Teflon, the coating used on cooking ware, which was developed during experiments to find a heat shield for the space capsule. The space experiments have also led to increasing mechanization and automation, but instead of destroying jobs as some feared, there have actually been more jobs created. Since 1961, in fact, about six million new jobs have been created. An inventory of the American home would reveal many products that were not in existence five years ago. These products are demanded either as a reflection of a higher living standard or as a prestige symbol, a keeping up with the Joneses. In any case, they represent new jobs, especially in the service area.

In Florida there is a great need for workers in technical fields. In the health fields there is a need for lab assistants, medical technologists, food service supervisors, hospital workers, inhalation therapists, nurses aides, orderlies, medical secretaries, practical nurses and registered nurses. To meet the future needs in these areas the educational system must prepare a fifty per cent increase of those presently employed. Health occupations offers nation-wide opportunities for workers. The differentiation of specialties within the health field is apparently continuing. During a recent visit to a large regional hospital I was introduced to a new position, that of Social Service Manager. This person performed many tasks that nurses and doctors had formerly done. She took care of all the multitudinous details of admitting the patient, filling in insurance forms, and assuring cooperation with the family. Four people served on her staff. I am pleased to see that Florida junior colleges are preparing people in the health field and am especially pleased at the progress that Santa Fe Junior College is making.

An allusion was made earlier to the service industry as being a field that is gaining workers rapidly. There are about twice as many jobs in the service area as there are in the goods producing industries. For purposes of discussion, service producing industries are those personal services that people need because of human needs and human nature. The personnel in this area do not necessarily need a great deal of professional training but there must be some direction in establishing programs for the training that is essential. This area also provides many opportunities for people who do not have high scholarly ability or achievements. A recent study in which a follow-up was done on a group of mentally retarded adults (all with IQ's of less than seventy) revealed that ninety-seven per cent of them were trained well enough in occupational programs that they had become self-supporting. Although most of them were employed in relatively low-skilled jobs, at least one of them was earning $7,000 a year. The training of low ability people has scarcely been touched upon yet. Service workers, clerical workers, sales workers and some types of factory workers can be trained in vocational schools and junior colleges.

These are just a few thoughts about the counselor and occupational education. There is a great deal more that can be done in the area of occupational education now and in the future. My philosophy is summed up in the following statement:

Give a hungry man a fish, and tomorrow he's going to
come back for more because he will use that one up.
But teach him to fish, and he'll take care of himself.

Guidance counselors must teach people to fish. In their role of working closely with students they must remain fully aware of all the opportunities available in occupational training and they must assure the flow of information to the students.

SANTA FE
JUNIOR COLLEGE
PRESENTS

INTRODUCTION TO GROWTH GROUP EXPERIENCES

Mr. Tal Mullis, Director of the Common Program
Santa Fe Junior College

This morning I am going to talk to you about the use of groups in education and the growth group experience. If I had to title my presentation again, it would probably be "The Significance of Group Experiences in the Educational Program at Santa Fe Junior College" or "The Uses of Groups at Santa Fe Junior College" or "Educational Implications for Groups" or "Group Experiences," as they appear here at Santa Fe Junior College. I'm not just going to talk about growth groups, I'm going to talk about how the group method is utilized here at Santa Fe Junior College. In order to do that, I've got to explain some of the structure of the common program and a little bit about Santa Fe Junior College itself that I'm not sure all of you understand.

If you remember this morning Bob Sterling made an attempt to draw a picture of a person's complete development and he talked about the three segments of a person. He talked about the human relations part of it which all of us as professional counselors are more concerned with than anything else. We know that the human relations approach, is as important, if not more important, than occupational training or the educational experiences that a student gets at any school. I am going to be most concerned with the human relations angle and how we, those of us who are skilled professionals in the area of human relations, fit ourselves into the overall curriculum of any educational endeavor.

It seems to me that student personnel professionals have for too long played a secondary role in curriculum development. At Santa Fe, student personnel services, which we call the human relations area, is a senior partner in the junior college. We're involved in curriculum. We're involved in teaching. We're involved in occupational areas. We're involved in every single segment of the college itself. As a matter of fact we are quite often accused of playing a more significant part than either occupational or educational areas but, we are involved. In order to show you how we are involved, I have to outline for you what we call the "Common Program" or the required sequence of courses here at the

junior college. In every program that we have, students are required to take six courses, BE 100, SO 100, SE 100, HM 100, MS 100 and EH 100. The entering student begins with some of these, probably four of these courses, depending upon whether he is attending college on a part-time or full-time basis. The basic core of these experiences or experiential courses is BE 100, a course taught by counselors. If you can picture a concentric circle, BE 100 is located at the very center of the common program. This is one of the reasons why we as counselors feel that we're involved right at the heart of the whole educational process. This is a basic course entitled "The Individual in a Changing Environment" and it could just as well be called "Human Relations" or "Individual Psychology" or just "The Individual" or whatever you want to call it. Many people think that BE stands for basic encounter and although this is not true, we do experience a lot of basic encountering in the course itself. BE was the first two letters of behavioral sciences which we devised in the very beginning. Each full-time counselor teaches two sections of BE 100 which generally has 25 (no more than 30) people in each class. It consists of, or the subject matter of the class itself, is the 25 people in that class with very little outside material brought in. The individual student is concerned with himself—looking at himself; who he is; attempting to ascertain where he is, and where he may be going. Our staff thinks this information is necessary before any clear-cut meaningful choices can be made by anyone. Even with the experiences I have had, the years I've lived, I'm still attempting to determine for myself who I am; where I am at the moment, and where I'm going. So, the BE experience is an effort to give students some information, or allow them to receive some information about themselves and their relationship with others, that will help them to manipulate their life, to manipulate their future, to manipulate their environment.

In this class students only meet as a large group (25 - 30 people) once a week and this large group setting is more didactic in nature than any of the other meetings. Here the counselors or students present information already established in the behavioral sciences that has some significance for their lives. We talk about coping devices or defense mechanisms. We talk about some of the roadblocks that students encounter in life that cause them to begin to have what is considered to be a less than adequate self-concept. We talk about self-concept itself. We talk about how people overcome an inadequate self-concept. We talk about how outside devices and interferences cause each of us to feel the way we do about ourselves. We talk about standardized tests and attempt to get them in the proper perspective. We talk about didactic things in the behavioral sciences that people need in order to begin to see how and why they react and behave the way they do.

We then proceed to talk about the actualized person. How does a person overcome the obstacles mentioned earlier, and how does a person become actualized to the point that he frees himself from whatever these hang-ups may be. We talk about the actualized person, and the self-concept that is based upon a love of himself and others—which we definitely feel has all the significance in the world for individual success. Those are some of the topics that we present and deal with in the weekly meeting of the large classes.

In addition to the weekly large group meeting, classes are further broken down into three groups of 8 or 9. These small groups meet once or twice per week, and it is here that I feel most of the work is done. In this small group experience we're not concerned with didactic information at all. We're not concerned with the behavioral sciences research that we might be aware of unless it involves a particular person. In the small group setting we immediately begin to deal with feelings right here and right now. If this is what you call basic encounter, then that is what it must be. It is a situation where students begin to see themselves in relation to others in a pretty protected, trusting atmosphere conducive to bringing about self-realization. An air of trust and love begins to develop. It is in BE 100 that we find the very essence of what we as counselors are doing. We purposely have this experience as the heart of the whole common program and entire curriculum, because we believe that the individual has to be the heart of everything we do at Santa Fe. In a very real sense, the behavioral science course is the individual.

Picture again a concentric circle with BE 100 as the center, and let's begin to add the other important components of the common program. Around the center of the circle, we find three additional courses; SO 100, Social Science; SE 100, The Sciences; and HM 100, The Humanities. Cutting diagonally across this world of ideas as represented by these four courses we find EH 100, Basic English, and MS 100, Mathematics. The latter two courses represent the world of ideas just as those presented in the circles, but they also are designed to translate ideas into specific skills. Each of these five worlds, however, have a common element—they take meaning for the individual as he is exposed to and sees himself in relation to that world. There is no specific order for individual exposure, e.g., students may take them in any order in any term, but an attempt is made to include BE 100 and EH 100 in a Santa Fe student's earliest experience. Let's examine each of these courses in a little more detail.

Social Science 100 represents the world of man; the world of man living together; the world of man in groups. The student is exposed to contemporary issues evolving right at the moment or revolving around him right at the moment. He is concerned with things such as urbanization; he is concerned with things such as racism; he is concerned with any number of socially-oriented institutions. He is concerned with more than history; he is concerned with government and life as it is just at the moment. The course does not emphasize dates or memorization of the constitution or famous speeches. The student is exposed to a world of contemporary issues as they impinge upon him at the moment. SO 100 is not a preparatory course for sociology; it's not a history course; it's not economics. It's only social sciences in the sense that issues exist right now and affect the student right now in individualized ways.

Science 100 is not a physical science course; it's not a biological science course. More than anything else it's a course designed to acquaint the student with contemporary technology—the contemporary facts about science that affect him right at this moment.

The Humanities, HM 100, is a course designed to acquaint the student with the world of ideas and all of mans ideological advances and endeavors. Like the other 100 courses, it is an involvement type course rather than a study of man's cultural advances. The student actually becomes involved in the idealogical world, and does things that could be considered humanities oriented.

If we were to limit Santa Fe's common program to the above-mentioned experiential courses, there still would be a serious gap in a student's education. In order to adequately function in all of these experiential worlds, each student needs the communication skills found in the world of words and the world of numbers. English 100 and Math 100, like the other 100 courses, present to students the world of ideas, but they are designed to assist the student in translating ideas into specific skills. We believe that students must master certain language skills if they are to understand and appreciate the other experiential worlds.

English 100 provides each student with an individually prescribed learning program depending upon his adequacies and deficiencies in basic communications. A student may be in this course for one term until he has upgraded himself as far as his reading, writing and communicative skills are concerned, or he may be in the course three terms. Length of time for enrollment in the course is determined by the needs of each student. Math 100

also takes the individualized, learning laboratory approach to gaining computational skills.

At Santa Fe we believe that there is a difference between our approach to basic education and some of the other approaches used at other institutions. Our basic education is not remedial in nature. Probably you would agree with me that even in your own situations there is very little you can do with a 10th grader that has been deprived of educational sustenance for ten years. You cannot give him the remediation he needs in the year that you have him. About all you can hope to do is attempt to turn him on to the meaning of education itself and if you accomplish that then you have been successful. If you show him that education does have relevance, if you allow him to experience relevance, then you've done the job. Rather than taking the remedial approach of upgrading a student's knowledge of historical facts and data, at Santa Fe we take the meaning approach or the "turn on" approach. We hope that teaching these courses as interest courses will turn a student on and show him meaning to further education. We know that we cannot spoon feed a student if he doesn't want it, but we believe that once he sees meaning we can't hold him back. Santa Fe's approach is unique among the state junior colleges.

Other state junior colleges provide a basic required program for those students that may have been deprived in some areas. This remedial approach is sometimes referred to as basic studies, or guided studies, and is required for certain students. This means that a student from high school who comes to a Florida Junior College scoring lower than 100 on the Florida 12th Grade Placement Test doesn't go into a credit program in the junior college immediately. To use an analogy, he goes into neither Heaven nor Hell, but Purgatory. In Purgatory, he is not yet given credit—he's not a college student yet, but he's also not a high school student. He's in Purgatory, and when he proves himself in a guided studies program, when he can pass the remedial English and get to the point where he can score 200 on the Florida 12th Grade Placement Test, then he can become a "real" college student. This approach was an advance a few years ago, but we've learned since that of the students that go into a guided studies or a remedial program about 15% of them achieve sufficiently to become "real" college students. It appears that this approach only reinforces what the student already thinks about himself. The student receives the same feedback he has been given for years, "You're not 'real' yet," "You're not 'qualified' yet," "You're not 'worthy' yet."

At Santa Fe Junior College we are attempting to diverge from the remedial approach through our common program. It is, first of all, a credit program. Secondly, because it can be

gauged to any individual student no matter where he is, all students go into it. It is true that it takes some students longer to complete the common program than it does others, but we've always known that some people learn faster than others, and educators and students accept this. All of us can accept the fact that some can run faster than others, but we can't accept the fact that people don't learn at the same rate. People cannot develop in positive ways when they are told that they're not worthy yet.

I think you can see that what we are attempting to do at Santa Fe is individualize the curriculum by making education experiential. We use as our primary tool the small experiential group as a nucleus for learning. In the small groups students become realistically involved personally with the subject matter. It is a matter of becoming involved in the problems of science, or social studies, or humanities, or math, or language rather than talking about these areas. The small group acts as a mini-lab where the student can test his reactions to the subject matter stimuli that he is being bombarded with in his everyday life. He not only can test his reactions, but he can look at and deal with his feelings about the stimuli in order to bring about what all educational processes should be concerned with bringing about—more enlightened life choices that allow individuals to manipulate their environments in a manner that is most rewarding to their own desires. In other words, we as educators hope to provide opportunity and the where-with-all for each student to become all that he chooses to be.

SANTA FE
JUNIOR COLLEGE
PRESENTS

NEW PERSPECTIVES IN GROUP WORK

Dr. Richard Blouch, Counselor
Santa Fe Junior College

To set the scene for discussing new perspectives in group work, I would like to begin by talking with you about the social milieu of today's world. Authors such as Huxley, Reisman, Camus, Goodman, and many others have written about the society in which we live today, about the alienations in the society, about the depersonalization, about the rootlessness and about the lack of contact between people. This alienation and depersonalization supposedly came about as a product of a computerized, industrialized, commercialized, urbanized society. The youth of today use depersonalization and alienation as common words in their vocabulary. What to do with it, I suppose, is something which they don't know how to handle and I am afraid that sometimes we don't either.

I guess most of you are aware of the fact that you as a producer are rather unimportant, but you as a consumer are a very important person. It is not so important that you produce, because as you know, we produce much more than what we need. It is extremely important that you consume. We can't do without consumers' consequently, we have a commercialized, consumer-oriented society. Some people have said that this has changed or affected the individual in such a way that he is continuously involved in selling himself to other people. I think if you look at the TV commercials, you might see what some of this has done. We are buffered with Bufferin, we are neutralized with Alka-Seltzer, we are put to sleep by Sominex. I even saw one the other day where we are relaxed by, what I think is called, Pleasant World, which appears to be a commercialized tranquilizer. It reminded me of Huxley's "Brave New World" where soma was the big item. In this novel you just took a soma whenever you didn't feel very good. This is one way of avoiding facing up to reality. Also, it seems to me to be a product of the fact, or is evidence for, the tensions that people feel. It is evidence that something is missing. This is a product of our commercialized society, and as I said, I think that it is a product also of the fact that we are so involved in selling.

One of the things that you know about selling is that you have to present your product well. Therefore, you gift wrap your product and give a big sales pitch. It's not the product that counts, it's the promotion. How many of you have gone to the store to buy a product that you were convinced you had to have, only to find that it was not even on the shelf. It is the promotion that counts and we find this also in the individual. He is busy and involved in putting on the gift wrapping, and in patching the tin foil. He's busy, "polishing the apple." He's so busy "polishing the apple" and getting the exterior shiney that he really begins to avoid and neglect the inner person. This also interferes with the person-to-person contact. It's pretty hard for two people to contact if both of them are wrapped in tin foil. It acts as a good insulator and you can't really get next to each other. The facts of commercialization, urbanization, rootlessness, and our fast moving pace have reduced the person-to-person contact in our society.

People have spoken about alienation, and I think Cox examines it very well in his book Secular City. I cannot agree with his theology, but I think his portrayal of the community, the urbanized community is pretty clear cut. He speaks of the switchboard society because in the society in which we find ourselves, we find so many contacts, so many possibilities for contacts, that we just cannot follow it all. Now this is looking at it from a different aspect. This is not a commercialized problem but a problem of too many contacts. So, human beings insulate themselves and make their contacts much like those made on a switchboard. If you can, visualize the operators sitting in front of you on this switchboard with all these millions of contacts. You have to select, you have to plug in. Consequently, you need to be aware of the selection. But, at the same time, the insulation causes a segmented type of person who plugs in here and plugs in there. Cox speaks of the interchange as depicting our society of today. This is people on the move—fast in and fast out—with a high speed expressway and a high speed interchange. You go from one interstate to another interstate and maybe never drop your speed. You just zoom in here and zoom out there, and on you go. It's not only geographical movement, but also social movement. All this movement is fine but it does seem to produce rootlessness. We do not have a setting of roots that we had in our rural society of the 19th century, so each man becomes more of an individual. At the same time, however, it makes it more difficult for the person to contact the other person. The movement makes it more difficult to achieve Buber's idea of the I and Thou. In a society such as this, it is I - It. The other person is something to be used to achieve some goal you have set; it's the salesclerk, it's the office secretary, it's the supervisor. We see people according to their roles rather than according to whom they are. I see here some good aspects of this modern community, but I also see some bad aspects as well.

I have painted a gloomy picture, or bright. We can fall back on Excedrin and live from day to day or we can follow the Alka-Seltzer commercials. Then the question can be raised, is man <u>really</u> cut off from man or does man <u>choose</u> to cut himself off from man? Is there a possibility for man to really make contact with each other? Of course you are anticipating my answer. You think, "What he's going to say is that the group offers the answer. New perspectives in group work; the new perspectives offer the answer." I do not propose the group to be <u>the</u> answer, but I do propose it to be a step in the right direction. It provides the opportunity for a person to reach out and touch another person. In speaking about this type of group, I am talking of a group of normals; I am not talking about the therapeutic group. In a way I guess anything is therapeutic that helps a person to realize more of his potential, but I am speaking now primarily of what I would call normal people.

The roots of this, as I see it, probably could go back to the famous study by Lewin, Lippitt, and White of democratic, authoritarian and laissex-faire group structures. He developed that study at just the right time because facism and democracy were really neck and neck. His study indicated that democracy does work, we don't have to have authoritarianism to get productivity. He was very much interested in the original work of the T-group and the laboratory for behavioral studies located at MIT.

About 1947 or a year or two before, there was a meeting of the Connecticut Interracial Committee. In this commission meeting there was to be a force working in the group. The people decided that this force, whatever it was, could be used for social integration, for making people become more aware of themselves. So in 1947 they held the first of the basic skills workshops in Bethel, Maine. I understand that the reason for this location was the availability of a boy's school during the summer. This was the beginning of the National Training Laboratories and is one of the centers for human relations training today. NTL, as it is commonly known, is associated with the National Educational Association at their home office in Washington, D.C. They were a prime mover in the area of growth groups.

In 1956, the T-group, as it then became known, incorporated into a lab session. In lab sessions you add a little bit to the group; there are lectures and other didactic experiences and there are dyads in which two people meet and report back to the T-group. The group in most cases lives together one week, two weeks or even three weeks with very little time for being apart from the group. It is a concentrated experience where

people meet in T-groups for about four or five hours a day. They are exposed to lectures, the group leader is available for individual consultation, and some research is designed and conducted.

The T-group experienced a split of some degree and it still is split into what is known as the sensitivity T-groups and the instrumental T-groups. The instrumental T-group is designed primarily for people to learn about the group process. The emphasis here is not so much upon individual awareness and sensitivity to the feelings of others, but more awareness to the process of the group. The instrumental T-group was also divided into family groups, those types of groups used to improve the functioning of an organization. An example of a family T-group would be: American Can Company finds that their executives should be coordinating their efforts better than they are, so the executives of American Can meet in a T-group and laboratory with the idea of improving the function within American Can. Another approach is the T-group set up to improve the function of the individual, to help individuals understand the role they play and the role in which they are placed in a group. This experience is focused on individual understanding of the dynamics of a group and understanding how each person functions within a group. These then are the differences between the instrumental T-group and the sensitivity T-group, as well as the divergent forms of the instrumental group including the family instrumental group and the individual instrumental group.

About this same time there was the influx of the school counselor and the 1958 NDEA. Counselors seemed to blossom out all over the place where before their numbers had been very limited. Of course, counselors became involved in working with groups. It seems that some of the first ideas about group counseling was that it would be a method of saving time. You could see ten people instead of one. Not that it really mattered, but you could report that you saw 100 people instead of 10. But what happened, as I recall my adventures in group counseling, was that I always managed to get the wrong kind of role models together, and role modeling in a group to me is quite important. There is a mold that is set in a group; there is a level of functioning and you can take 10 people who have had attendance problems at school and you're going to meet with these 10 people with the idea of examining their reasons for being attendance problems. What do you have? Well, the group members learn that it's good to be an attendance problem; we're all attendance problems, we're all problem children. So, what I saw happening here, with the little group work that was done, was the counselor allowing himself to fall into a pit in which he was kind of reinforcing deviant behavior instead of really bringing the under-achiever into the academic fold or getting the tardy student out of bed. The research

that I have seen in this regard doesn't exactly strike me as being terribly supportive of group counseling. Group counseling also leaves something to be desired because it focuses so much on the negative, and we need to see the positive aspects of young people as well as their negative behavior.

I'd like to go back again to the T-group and some of its off-spring because these developments are what I really see as new perspectives in group work. The T-group was established as a part of a training lab. Another form of the T-group was the sensitivity group—some meeting outside of the T-group orientation with the idea of increasing the individual's sensitivity to himself, to his own feelings, and to his feelings about other people. The emphasis here was not a study of my functions in a group but improving my total functioning as a person.

The basic encounter groups (you might think that that's a different name for a different group but I'm not so sure it's at all different) is an off-spring of the sensitivity group with the primary difference being that it got its name on the West Coast. The leader may be more personally involved, more open, more a participant in the encounter group but not necessarily so. The behavior of the leader isn't determined by the name of the group but by the personality of the leader and his awareness of the dynamics within the group. Rogers has preferred the title of basic encounter group but someone else may call the same group a sensitivity training group. The unstructured workshop was geared to the idea that by getting a group of people together they will set their own level of functioning. The topic may be "Affective Education," but this group takes its members beyond talking about and into the realm of experiencing.

The Gestalt group has been used therapeutically but when used with normals it provides techniques for focusing on the here and now, what you feel right now. These techniques seem to imply aspects to me of the new group emphasis. Rather than delving into the past, the persons in the group are experiencing what is going on right now. This seems to be a very important aspect of working with youth.

Byrd wrote an article on the non-group. In this article he described a group of people who were getting together not under any leader but who decided just to be, whatever that means. The idea that the group arrives at its own goals and method of operation appeals to me, but I am concerned someone may enter the group to prey on the other members. As a leader you have the responsibility to protect the members of the group from those people

who are vicious and aggressive. Not everyone who enters a group enters to grow but may try to subvert the other members of the group. I'm not convinced about non-groups. Berzon has done a lot of work with the self-directed groups for which she has devised a training tape. The tape provides directions as to what to do and the exercises to follow. The self-directed group isn't really self-directed, the leader is operating from the audio tape, but it does present a group variation.

In marathon groups, an attempt is made to get people together for a long period of time in order to force the fences and facades to fall. In other words, if you enter this room with 10 people and you're not allowed to go anywhere except to the potty for the next 24 hours, you'll get to know each other. I have never participated. I'm not exactly a supporter of marathon groups. But then again, I'm sure for some people they work well.

Couples' sensitivity training is another type of group experience. Carl Clark, at the University of Florida, is doing work in this area and I think he is on the right track. His approach has a great deal of appeal to me. The underlying assumption of these groups is that couples, husbands and wives, live together for ten years and after awhile they become two vegetables in the same pot stewing together and really trying to ignore each other as much as possible. Can you really remember the first years of your marriage? You would kid with your wife, you were both young, you really had something going. But it seems that now it doesn't happen. What causes this tiring of each other? Dr. Clark is trying to have couples look at each other. Look at what your wife does that really makes you feel loved, makes you feel excited. What is it that you do for her that turns her on? He is working on these aspects, trying to instill new life in marriages. On the other hand, Bach teaches couples how to fight. How do you fight successfully? Here are two group approaches to improving the function of couples but they share a common denominator in improved communications. Personally I am much, much happier to work on the positive aspects, but I realize that we also must work on the negative aspects of behavior.

Some of the work that has been done in California has to do with body awareness groups. These groups focus upon becoming aware of physical and emotional feelings. If you become aware of your physical body, you probably can become aware of your emotional body. So these types of groups also lead to improved awareness. Schutz, who works quite a bit with body awareness, describes some of the exercises he uses in his book Joy: On Expanding Human Awareness.

On the opposite end of the continuum there are others who have been leaders in the T-group movement who have said that these people are going overboard. Argusis says that leaders need to focus on what is going on in the group at a cognitive level through comments on group dynamics. Unless engaged in explaining group dynamics this leader is kind of a nobody who is there providing no instruction and allowing anxiety to build up. This is a helpful group for many people.

Some people have tried co-leaders. To be successful, leaders must be screened and matched in such a way as to find co-leaders that agree with each other. One supports the other.

Where does this lead us and what can we look for in the future of the group? Where are we now? Where can we place these experiences into our society to overcome its depersonalization? Schools have provided cognitive education but have provided little affective education. What can the school do in teaching people to feel? We try to teach people to think, but we never really talk about feeling. Churches hold a real potential for this type of work. I don't agree necessarily with what Mower says about confession and sin, but he talks about the role the church can play in helping people to reduce guilt. Many people are really guilt-ridden and all bound up. How can people get together to share their feelings and reduce this burden—this feeling of being a bad, bad person? I think there are some possibilities within the church. Clark has said that the encounter group really should be the center of the church. He believes that the truly religious experience, the very essence of the religious experience, is the experience of one person confronting another.

In social integration, we of course have our classes, we have races, we have our creeds, and a good deal of segmentation. We cannot afford a segregated society. Social integration goes right back to the T-group. Remember that the T-group originated out of a human relations commission.

In looking at international integration, Rogers said that in seeking world peace, the only way to accomplish this kind of integration would be a world-wide integration of nations. The only way to bring it about is for people to confront each other person to person, face to face.

An article in a recent issue of the Saturday Review told of a cooperative venture of the city of New York and the state of Vermont. This program brings people out of the ghetto, brings people out of the city and has them meet face to face with some of the rural people of Vermont— breaking down the pro-vicinalism of the rural-vs-the urban. There is a need for people to confront each other. We are not doing enough in this respect, but schools are moving away from their provincial stance. The school, sometimes with great pain, is becoming more and more involved in social integration just as it needs to be.

In the area of human needs, I have implied that man needs to face man. If our society, our mechanized, industrial society, prevents this facing of man to man, where is he to find it? One development that can be observed is that if public institutions don't provide this opportunity, private organizations will provide for the person-to-person contact. Examples are the Esalen Institute, National Training Laboratories, and the local Center of Man. This type of privately owned retreat has sprung up all around the nation. A news brief from the American Association of Humanistic Psychology listed some of the new retreats which have opened in the last few years. The growth in numbers of these organizations is amazing and I am afraid that counselors need to be on their guard against a take-over by quacks who would harm rather than help people, take their money and give them nothing in return. I believe we need to be concerned about policing our profession.

I believe another area in which groups have been used and will continue to be used is in the area of counselor education. What better tools do we have for helping people to become aware of their feelings and aware of the feelings of other people? If counseling is not involved in feelings, we have no need for this; however, if counselors do want to know how the people to whom they are talking feel, then I think that they need to become aware of their own feelings.

As I have said before, the school needs to provide affective education and one proposal that makes a lot of sense to me is a proposal written by Wiles concerning analysis groups. He sees the analysis group as providing a place for integrating in the mind facts which have been presented in other areas of the curriculum, and making these facts personally relevant.

I think that individuals desire personal contact, that they are going to seek some place to have personal contact, and that if we are concerned in helping individuals to reach their potential we need to provide this type of setting. Personal contact is work producing.

It does produce a more open, a more aware, a more human person. Encounter can be found outside the therapeutic community. No longer do you think of groups being solely for those who need therapy. We think of groups as being available to people who want to rise above the normal or model level of life. Schools educate cognitively but they need to educate affectively. Religious experience is the experience of personal contact. If this concept of religion is disturbing, you may want to check what Jesus supposedly said about loving your brother and your God. While the school and the church have failed to see the value of person-to-person contact, industry has found this value by realizing human factors can influence production. It's not just the factor of organizing the assembly line but the human factor as well, which determines productivity. Kodak and other companies have programs in which their supervisors meet to discuss the human factors in production.

Tiedeman is looking to the future in a book entitled Encounters with Reality. He says that in helping people to make career decisions we need to help people to see the alternatives, to explore the alternatives, to set goals, in other words, to see what is important in each person's life. Instead of counselors being pre-occupied with the remedial aspect of humans, they need to become more involved in the choice predicaments which face people in goal setting. I think that this type of a group which I have been talking about, the group for normals, the growth group, does provide the kind of situation in which young people in junior high schools and in the senior high schools can examine goals and values for their lives. In this group situation we don't have to be concerned only with those who need remedial work, but each person can benefit by this type of practical experience.

SANTA FE
JUNIOR COLLEGE
PRESENTS

COUNSELING THE DISADVANTAGED

Dr. J. D. Beck, Associate Professor
Florida A and M University

When an individual engages in a growth facilitating experience he should not expect happiness to be a major outcome; hopefully, it may be a by-product of engagement in a relationship. I am here to engage you in what I hope will be a growth experience in which we can get together, interact, and generate data for questions and discussion. If we can share a degree of happiness as a consequence of our striving, we will indeed be fortunate.

Growth for me is not always pleasant and sometimes it is painful; pain that I cannot escape if I am to facilitate growth in others. I must become an integral part of the total group. I must share, give, take, and suffer if I am to grow with the others, even though I am called "group leader."

In this process I must often destroy some of my "sacred cows," stereotypes, and "tunnell vision" which circumscribe my perception of reality. In essence, I must rid myself of attitudes and values which impede growth and must experience discomfort in order to make new adjustments. I invite you to try and enter into what we are doing in a spirit of growth and with a determination to maintain an open mind and an attitude of growing or becoming.

Let's begin by looking into some of the responsibilities of guidance counselors. As we know, the counselor works with students directly, and indirectly with the other school professionals, in the interest of developing in them attitudes and behaviors which are likely to promote growth. A major challenge for us as counselors is to evaluate and determine whether or not we <u>are</u> facilitating growth. We want to help create conditions which enable human beings to experience success in living together. A large measure of the responsibility for the development of such an environment belongs with the counselors.

A good place to begin our thinking is with John Dewey's definition of education: education is life, growth, and the reconstruction of experiences within the social context.

As Alachua County counselors, you must consider the social context in which you will be working this fall. As you know, the County will be moving into its desegregation plan, and education as life, growth, and the reconstruction of experiences must take place in this new social milieu. One implication for counselors and teachers is that it will result in new kinds of experiences. You will be working with different kinds of students who appear to be more unlike the ones with which you are now working than they really are. As you compare these two groups of students, you must remember that many things are less real than they are apparent. Stated differently, it might be more correct to say that everything that is apparent isn't real, and as educators we must seek the commonality which lies within all of our students but which lies below the surface. A major challenge for you as counselors is to make sure that what you are about is facilitating growth without regard to racial, social or ethnic variation.

Desegregation, with all its implications, is a frightening enterprise for many of us. We must meet people who have traditionally, socially, and legally been separated from the mainstream of American life. Because of the distance and length of the separation, particularly between blacks and whites, suspicion and hatred have resulted in stereotypes in the minds of each of the other that has inhibited our ability to live together as human beings. There are some who would say that it isn't natural for people to want to stay apart. I tend to feel that this is a social, natural phenomenon because this is the way certain groups have learned to behave so as to survive. If we are to overcome this reluctance of diverse groups to integrate, if we are going to create conditions which enable human beings to successfully live together, we must view the immense problems that we face against the back-drop of a total developmental system or environment in which all of the inter-related aspects influence the extent to which each of us can be relevant in working with any group or individual within that developmental environment.

In thinking again of John Dewey's definition of education as life, growth, and the reconstruction of experiences within the social context, I wish to add, "without regard to race, ethnic or social variation." When I consider the complete definition, I am aware that it is essential that I be consistent in my application of education. Inconsistency, I believe, is one of the prime deterrents to the fulfillment of democracy for all people. Desegregation impels us to think differently and more inclusively with a greater sense of responsibility for all.

Who <u>are</u> the disadvantaged in today's America? This is a difficult question for us to try and answer. My own definitions of disadvantagement have undergone changes over the years as I have discovered new dimensions which have had to be integrated into my experience in order for my behavior to become more relevant and more adequate. First of all I would say that the disadvantaged cannot be defined by race, residence, job, or behavior. It is clear that we must avoid a restrictive notion of the lower socio-economic groups as being <u>the</u> disadvantaged. Yes, they are disadvantaged, but we must be careful not to attribute a basic inferiority to this sector of the population. There are disadvantaged from all segments of our culture and what they all have in common is that they have been left out of the process of having satisfied one or more of the basic needs of physical comfort, feeling of potency, power, self-worth, connection with others and concern for the common good. Let me state this differently. Irrespective of a person's race, color, or ethnic variation, whether he lives in a "big house on the hill" or "down in the ghetto across the track," he will be disadvantaged if his life experience has denied him the acquisition of any of the fundamental basic needs. If you say that the "big man on the hill" is not disadvantaged according to this definition, I will answer you this way. He may have physical comfort and feelings of self-worth, but one of the most unfortunate types of deprivation is suffered by the rich child with a domineering home background which has produced in him a sense of falseness and a need to reject "the society." A book called The <u>Non-Conformist</u> by Kennison includes such a case of a boy from Harvard, from the "house on the hill," who rejected society because he felt a sense of impotence and projected on society a feeling that it was phony. He did not want to be associated with it because it was not "real." His experiences and his attitudes suggest to me that he was disadvantaged.

Kenneth Clark reminds us that it has cost us to define disadvantagement in the way we have in the past, i.e., "They are not motivated; they don't like school." He maintains further that this definition attributes the fault and consequently the cost of the remediation of this condition to the victim. He then maintains that we must define this condition in such a way that we ourselves must assume responsibility for it's genesis, its remediation, and for its prevention. So when Clark talks about the disadvantaged he talks in terms of institutional failure; saying that institutions have de-humanized segments of our culture and that the disadvantaged have had to resort to behavior viewed by the affluent as hostile but viewed by themselves as necessary for survival. Clark is attempting to have us view the behavior of the disadvantaged as a result of their own view of reality. He also used the word self-prophecy when he talked of the disadvantaged and of their reactions to the affluent world's expectations for them. It works like this. I will prophesy that you will not do well. I de-humanize you in such a way that you don't do well. Then I remind you that I prophesied it. I am enhanced in my self-righteousness.

Weinstein and Vantini also talk in terms of institutional failure and generalize its effects even more broadly then does Kenneth Clark. These critics believe that the whole educational system is a failure, not only for the poor, or what we have come to call the "disadvantaged poor," but also for the affluent, or what we have come to call "disadvantaged affluent."

These authors also maintain that not only are the poor in the back-pasture disadvantaged, but also the affluent who have not had the opportunity to realize some of the goals mentioned. Both may be out of connection. Both may not have a sense of the common good. Both identifications result in a sense of excessive self-worth and in a feeling of arrogance. Both have a built-in conditioned blindness in that they aren't in connection with others while they are tearing down what our democracy and schools propose to build up. In their own way then, they have experienced alienation because they have tested reality and have rejected what the schools are supposed to stand for. Consequently, they have dropped our of society because they feel no responsibility for democratizing and facilitating the growth of all. Thus, they are alienated and disadvantaged in spite of their affluence. Now, let's keep in mind the conceptualization of disadvantagement set forth thus far and see how it relates to racial segregation. What has happened in our society because of racial segregation? What we have done is separate a segment of our population from the mainstream. Even though members of this group may have physical comforts and means for survival, they feel frustrated and angry because they are restricted in their contacts with others. They can't reach out and be real and human with other people and because they are powerless to change this state they have a feeling of impotence. So, in terms of our complete over-view of definitions, we can say segregation results in deprivation and disadvantagement.

In summary, I think it is accurate to suggest that we must begin to think differently about <u>who</u> are the disadvantaged if we are to function in a relevant and meaningful way as educators.

What then can the school do if it is to compensate for society's lack of responsibility in allowing this condition to continue. I have already mentioned that we must approach this problem by creating a total facilitating environmental approach within the school setting. This means that you and I must seek to offer, or cause to be offered, certain conditions which must be inter-related if our efforts are to be successful. I would like for you to visualize a three-dimensional model so that the conditions that I will mention are depicted at the top of the model and extend down through the model transversing segments

of the model that run from left to right. These conditions include: expectation, response, involvement, role identification, and relationships. How are these conditions brought about by high student contact personnel (teachers and counselors), low student contact personnel (administrators), students, curriculum, and student activities? I would suggest to you that given a "typical" child we must attempt to see that each of the personnel or segments of the school on the left of the model provide the conditions that we have listed across the top of the model. The degree to which the entire experience of the student positively reflects the conditions of growth depicted in the model is the degree to which the school becomes a relevant, supporting, growth facilitating institution. By attempting to provide these experiences for the disadvantaged student, for any student (long-haired, buck-toothed, knock-kneed, mini-skirted) we are reaching the extent to which the school will be relevant and the extent to which you as a counselor or teacher will come across meaningfully and realistically.

SANTA FE
JUNIOR COLLEGE
PRESENTS

COUNSELOR USE OF TESTS

Dr. Marlin R. Schmidt, Assistant Professor
Department of Personnel Services
University of Florida

First of all, I would like to make some general observations about how I believe counselors use or perhaps misuse tests. I have found that all of us do not make enough use of tests. Counselors will be in school systems where there are very comprehensive testing programs, and they will neglect using test results. Results of the tests may sit on the shelves and never be referred to. Secondly, I find that instances where counselors do use tests, they may rely too heavily upon a test, given at one time in the school career of the students. In some cases, counselors do not use other kinds of data to supplement the educational decision which they are making, and they will use a test which was given to a student in elementary school to make decisions about that student in junior high school or high school. Yet, that same student has experienced a great deal of physical, intellectual and emotional growth since elementary school. Third, if students spend two to three days taking a battery of tests, then it is our responsibility as counselors to make sure that these students get some sort of feedback. This is not always done. Students will take time out of their school day to take the series of tests, and then they hear nothing about them from that point on. Again, counselors and teachers may be making educational decisions about students based upon the tests, and the students have never received any information as to how they did on those tests. Fourth, my general belief is that tests should be used as exploratory tools which are part of the counseling process but certainly should not take the place of the counseling itself.

Kinds of Tests

What are the kinds of tests which counselors are most likely to use in a school situation? First, we might refer to the achievement tests. In this group you might find the Sequential Tests of Educational Progress (STEP), the Iowa Tests of Educational Development,

the Iowa Tests of Basic Skills, and the California Achievement Tests. Another group of tests familiar to counselors are the intelligence tests, either the individual or group intelligence tests. In terms of the individual tests, we find the Wechsler Intelligence Scale for Children (WISC), the Wechsler Adult Intelligence Scale (WAIS), and the well-known Stanford Binet. In terms of the group intelligence tests that you are likely to have heard about, there are the Otis Quick-Scoring Mental Ability Test, the Henmon-Nelson Test of Mental Ability, the Lorge-Thorndike Intelligence Test, and the Kuhlmann-Anderson Intelligence Test. Counselors may find occasion to use a group of tests called aptitude tests. In this group we find the Differential Aptitude Test Battery (DAT) and of course, the well-known GATB which is the General Aptitude Test Battery. The fourth kind of tests which counselors are most likely to have an opportunity to use are the interest inventories. Here, we have the Strong Vocational Interest Blank (SVIB), the Kuder Preference Record-Vocational, and more recently, the Holland Vocational Preference Inventory. I have eliminated the personality tests in this section, primarily because I feel that most counselors do not have enough opportunity to use these kinds of tests. I will, however, refer later to a test that is sometimes classified as a personality inventory and has been used widely by school counselors. This inventory is the Mooney Problem Check List.

Things to Look For in the Selection of Tests

1. Before selecting a test, the counselor should make sure that the test manual has a statement as to the functions the test was designed to measure and the general procedures by which this test was developed. In other words, we are really asking about test validity. There should be evidence in the manual as to the construct, predictive, and content validity of the test.

2. There should be detailed instructions for administering the tests. The test should have clear, full instructions with complete and appropriate practice exercises for each individual section.

3. There should be scoring keys and specific instructions for scoring the test.

4. We would expect the test to have norms for appropriate reference groups, such as general groups or special types of communities or even special occupational groups. At this point, it might be important to stop and talk about three commonly used norms that you will find reported in test manuals—the grade norm, the percentile norm, and the standard score.

The grade norm is commonly used in achievement tests. This norm is derived by taking the average performance at a particular grade level and then comparing the student's individual performance to that of the average. For instance, we would expect a student in the fifth grade to be achieving, in reading or arithmetic at this grade level. Special care must be taken in the use and interpretation of grade norms. First, in the use of grade norms we make the assumption that there is an equal amount of growth between grade levels. We assume the student will grow in reading and arithmetic the same amount between the fourth and fifth grade years of school as he does between the fifth and the sixth grade years. This is not necessarily so, but the grade norms are constructed on this premise. Another thing that you have to be careful with in the use of grade norms is that if you get a child who is in fifth grade but his test score shows that he is reading or achieving in some subject on a ninth grade level, the assumption has been made by many teachers that you can move this child into a ninth grade book. This is an incorrect assumption. When a child is at fifth grade level and the test indicates he is achieving at ninth grade level, this means that he is reading or achieving in some subjects better than the average fifth grader, but it does not mean that he is ready to do ninth grade work. The student took the test in fifth grade and his score is compared to the average level of a fifth grader, not a ninth grader. We also must remember that the grade norm is the average or the typical, but it should not be considered the ideal or satisfactory accomplishment for all students. We must try to get away from the idea of bringing the student up to the grade norm because this may not be feasible, practical, or an accurate interpretation of a student's individual potential for achievement.

The second norm to be discussed is the percentile norm in which the student is given a percentile rank within a certain reference group. Of course, where the student will rank depends a great deal upon the reference group to which he is applied. For instance, is it a national norm group of high school students, is it a state norm group, or local norm group? An individual's percentile rank can be juggled just by the reference group to which he is applied, so you should always be careful in the use of percentile scores. As with the grade norm, differences between one percentile point and another do not represent equal amounts of growth or achievement.

The most highly recommended norm to be used in reporting test results is the standard score. Unlike the grade and percentile norms, standard score units by the nature of their construction represent equal amounts throughout the whole range of possible scores. In other words, there is the same amount of difference between a standard score of 24 and 25

out of a range of 30, as there is between 25 and 26 from the same range. By using the test standard deviation, it is possible to get a more accurate interpretation of what a student's score would be on a particular test should he take the test again. For instance, we know that there is a probability of one in three chances that the student's score would fall outside one standard deviation, and that there is a one-in-twenty chance that the student's score would fall outside a range of two standard deviations were the student to repeat the test. If a particular test had a standard deviation of 5, and the student's score was 15, the most accurate way to report the test results would be to say that the student's score fell somewhere between 10 and 20. This is a more accurate way of presenting information to a student, and we get away from the problem of having to give a student a particular score which will label him for an indeterminate period of time.

5. The test manual should give evidence as to the reliability of the test. When we are dealing with reliability, we are asking how accurately the test measures what it claims to measure. Reliability will be reported in test manuals in various ways. Thorndike and Hagen in their textbook, Measurement and Evaluation in Psychology and Education, recommend that reliability should be established by using parallel forms of the tests allowing for a time lapse between both test administrations. Such a procedure takes into account variations in measurement procedure itself, changes in the individual from day to day, changes in the specific sample of tasks and changes in the individual's speed of work. No other procedure for establishing test reliability accounts for so many sources of variation. Counselors will find, in test manuals, split-half reliability coefficients such as the Spearman-Brown Prophecy Formula and the Kuder-Richardson Reliability Coefficient. While these two coefficients are widely accepted in test usage today, it should be noted that both of them become highly inflated if the tests are speeded tests. This means on tests where speed is a factor, the reliability coefficient would tend to be higher than it actually is.

6. There should be in the test manual evidence on the intercorrelation of subscores. If subscores are correlated to a substantial degree, they are measuring much the same things, and the differences between scores are largely meaningless.

7. The test manual should include guides for using the test and for interpreting the results obtained with this test.

Some General Limitations in the Use of Tests

1. In the use of any pencil and paper test whether it is an intelligence test or an achievement test, counselors must be aware of the fact that if a student has a reading problem, his score is going to be greatly affected by this.

2. We know that students who are having emotional difficulties are not likely to do as well on tests as other students. This would hold true also for students who are physically ill on the day of the test administration.

3. Students from culturally disadvantaged groups do not do as well on standardized tests of intelligence and achievement as other students do, and counselors should be very careful about relying too heavily upon a test score for a student either from a culturally disadvantaged group or from a foreign culture.

4. Intellectually superior students cannot generally be expected to be as superior in achievement as they are on the measures of intelligence. This phenomena is due in part to the fact that achievement depends on curricular exposure. Even a bright ninth grader cannot be expected to do algebra if he has never been taught the subject. Also, abilities are to a degree specialized. Students who are bright may be somewhat less outstanding in other specialized educational skills.

5. All students may be more advanced in language and reading skills than arithmetic and spelling. Reading and vocabulary may readily be acquired by students through their own resources, but arithmetic and spelling are more likely to be mastered in the classroom.

6. Verbal group intelligence tests are heavily dependent upon reading and arithmetic. If a student has a problem with arithmetic, this would greatly affect his score on a group intelligence test. The same would hold true for a student with a reading problem. It is always a good idea for the counselor to go over the test and be aware of its content. In this way, the counselor gets a clue as to how limited the test might be in relation to the problem a particular student has.

Some General Uses of Achievement and I.Q. Tests

Achievement tests have generally been used to evaluate a student's progress, to evaluate the curriculum, to report the student's progress to parents, and to help with the placement of transfer students within the school system. More recently, these tests have also been used for instructional grouping. The use of achievement tests to evaluate teachers has been highly criticized, and we should continue to guard against this practice. I think it bears repeating here that no teacher's performance in the classroom should ever be evaluated in terms of how well the students do on achievement test batteries. There are too many factors involved in achievement to hold the teacher responsible for the way in which students achieve in a particular year.

Group intelligence tests are used to get an indication of student's potential for learning. These group intelligence tests give counselors and teachers some indication of the level at which we should expect the students to be achieving. For example, we would not expect a student with a below average score on a group intelligence test to be scoring on achievement tests above grade level. If we were to get wide discrepancies between a student's achievement and intelligenct test scores, we should investigate the matter further to find out the cause of the discrepancy between these scores.

When group intelligence tests are adopted by a school system they should be given to students at designated times in their elementary, junior high, and high school career. There are specific reasons for doing this. The most important reason is that if you give these tests at designated intervals then the student is not labeled with one particular score, and educational decisions about the student's potential in high school will not be based upon a score that he took in elementary school.

If intelligence test scores are going to be reported to students directly or to their parents, it is best to report them in ranges of ability and not in terms of particular score. Many times you will hear parents referring to their child as having an I.Q. of 125, and yet we know that this I.Q. of 125 is a score on a particular test based on a particular norm group, and taken at a particular time and is totally meaningless as a general label for a student.

I would like to talk about the use of achievement and intelligence tests in conjunction with the procedure which we know as academic or instructional grouping. This is the procedure whereby there are average, above average, and below average groups in such subjects as English, science, math, and social studies. At this point, I am not going into a discussion of the value of academic grouping but only to talk about how tests should be utilized if we are going to use them in the process of placing children in instructional groups. The first principle of instructional grouping is that multiple criteria should be used. It is my belief that the counselor or the teacher who is responsible for the grouping should utilize the group intelligence test scores, the grades students have received in subjects, the achievement test scores, and also get recommendations from the teachers. Then, using all of this information the counselor or the teacher is left with the decision to make, and I stress this fact that the counselor or teacher is left with the decision to make because no matter how much information you have on the students, you cannot rely upon the scores alone to make the decision. You are the one who must finally make the decision using as much information as you know about the students to make the best estimate of where each belongs in the instructional groups.

I have worked in a school system in which grouping was handled in three different ways. Originally the grouping was done by the counselors. Then teachers started doing the grouping within their own subject areas. Finally, students became very actively involved in grouping themselves academically. I firmly believe that students given the right kinds of information about themselves are quite capable of knowing where they belong within the curricular subgroups. Let me explain how this procedure worked. Students were given information regarding their achievement on a recently administered standardized test, their general range of ability as indicated by a group intelligence test. They were also given a transcript of their grades. After conferences with their teachers and discussions with their parents, students were asked to place themselves in above average, average or below average groups in math, science, social studies and English. Counselors, teachers, and administrators discovered to their delight that students were capable of making very accurate decisions about where they belonged. Many people who are opposed to this procedure are worried that parents involved in the process have tendency to over-estimate the ability of their children and encourage their placement only in above average groups. My personal experience has led me to believe that this does not happen and that parents and students do just as accurate a job of placing the students within the academic areas as counselors and teachers do. Once the student has grouped himself, he must remain in that particular grouping for the first five weeks of the term. At the end of five weeks, a

re-evaluation is made of his grouping. This procedure takes care of any problems in which the student may have over or underestimated his ability. By the end of five weeks both the parent and student are aware of any mistake that has been made in grouping. Then the adjustment can be made so that the student is placed in a group where he can more readily learn.

Counselor Use of Interest Inventories

The best known interest inventories on the market are the Kuder Preference Record and the Strong Vocational Interest Blank. These tests are generally used in vocational counseling to help a student do some exploration into the world of work. The student takes the test and then his responses are compared to the interests of people already in the occupational field. The basic premise is that if a student's interests are similar to those of people who are already in the field, this might be a possible area of vocational choice for him. Counselors making use of these tests should be careful to point out to the students that while there is a correlation between interest and ability, it is not a perfect correlation. It is possible to have interest in a particular field but not necessarily have the capabilities to go along with it. In addition to exploring the various occupational fields with students, counselors can supply information about the preparation needed to enter the different occupations. The Kuder Preference Record can be obtained in the self-scoring form and is a good exploratory tool for ninth graders. In taking this test the student can fill it out and score it himself. He has no particular time limit and the occupations are divided into nine major areas: Outdoor, Mechanical, Computational, Scientific, Persuasive, Artistic, Literary, Musical, Social Service, and Clerical. The Strong Vocational Interest Blank (SVIB-M) is used primarily at the high school and college level. In this test over forty occupations are divided into nine major interest groups and some supplementary occupational scales: Biological Science, Physical Science, Technical Supervision, Technical and Skilled Trades, Social Service, Aesthetic-Cultural, Business and Accounting, Sales and Verbal-Linguistic. The women's form (SVIB-W) is much more limited in the number of occupations identified. Because of the expense of scoring the Strong, some high schools do not administer the Interest Blank to every student but only to those students who have indicated a desire for extensive vocational counseling. In interpreting the Strong or the Kuder, the counselor should be more concerned about helping the student identify a major area of interest rather than finding a specific occupation. For instance in the Social Service area, there are eight occupations on the Strong Vocational Interest Blank for men. The student's attention should be focused on the fact that he has

interests in the social services rather than on one of the specific occupations. The student may later explore specific occupations for preparation and specific skills needed.

Certain aptitude test batteries have been used in conjunction with the vocational interest inventories. Two of these tests are the Differential Aptitude Test Battery (DAT) and the General Aptitude Test Battery (GATB). The Differential Aptitude Test Battery takes between 5 and 5½ hours to complete and requires at least two separate testing sessions. The test has eight major sections: Verbal Reasoning, Numerical Ability, Abstract Reasoning, Space Relations, Mechanical Reasoning, Clerical Speed and Accuracy, Language Usage: Spelling, and Language Usage: Sentences. The GATB includes twelve tests and gives scores for nine different factors. One factor is a factor of general mental ability (G) and includes scores from three tests (Vocabulary, Arithmetic Reasoning, and Three-Dimensional Space). Other factors which are identified by one or a combination of tests are as follows: Verbal Aptitude, Numerical Ability, Spatial Aptitude, Form Perception, Clerical Perception, Motor Coordination, Manual Dexterity and Finger Dexterity. The GATB is usally taken in two or two and one-half hours. Until recently, only the United States Employment Agency administered the GATB but now the test is more widely available for distribution.

A comparison of the GATB and the DAT indicates that the DAT has tests of mechanical comprehension and language which the GATB lacks. The GATB, on the other hand, includes form perception and several motor tests not found in the DAT. The GATB is considered more work oriented and less school oriented in its total coverage. Both tests isolate some of the skills that are found to be important in various occupations. The tests are of particular interest to those students who are not bound for college since the occupational norm groups are varied and include many fields which require specialized skills but not necessarily college preparation.

Vocational Counseling for Whom?

It is not uncommon to think only in terms of vocational counseling for men and forget that it is very important for women also to receive the same kind of vocational exploration. The Unites States Bureau of Labor Statistics has shown that there are many more women entering the labor force over the age of 40 than ever before in the history of our country. Many of these women marry, raise families and then return to work after their children have grown. We also know that one out of four women in the country will be either widowed or divorced at sometime in their life, and many of them will need to find

employment for financial reasons alone. Women need to do careful planning because generally their vocational plans include at some point marriage and the raising of families. It is important for young women to know in which occupations it is feasible to combine a career and marriage. They also need to be aware of the kind of retraining a woman might need should she desire to re-enter her previous occupational field after a period of time in which she has remained at home raising a family. Both the Strong Vocational Interest Blank (SVIB-W) and the Kuder Preference Record are limited in utility for women students, but these inventories do represent a starting point from which a counselor can begin to work with a young woman as she plans her vocational future.

Use of the Mooney Problem Check List

This check list provides a systematic coverage of problems often judged significant at different age levels and is used in junior and senior high school. The items are grouped by areas such as health and physical development, courtship, sex, and marriage, home and the family, etc. Scoring is simply a count that can be made of the items marked in each area. When this test is given to a group of incoming seventh graders, at the junior high level, it gives the counselor an idea of some of the concerns which these students may have. Counselors or teachers can then direct their attention to these problems as they help the students adjust to a new situation created by the transfer from elementary to junior high school. The same principle would hold true for students transferring from junior to senior high school.

This checklist can also be used to identify students with similar problems. These students in groups of 6-8 could be encouraged to discuss their problems with each other. In the small group a resolution of the problem may be brought about more quickly through peer interaction under the direction of a counselor.

Reporting the Test Scores

When an entire school population has taken a series of tests, it is usually left up to the counselor to devise some way to efficiently and yet accurately interpret the test scores to the students. Interpreting these test scores on an individual basis in a one-to-one counseling situation is exceedingly time consuming and may not necessarily be the most expedient nor accurate way to present the results to the students.

One of the ways I would suggest to present the results of the test to students is in groups of thirty. If the results of an achievement battery were to be interpreted, it could be done in one of the classes, and each student could be given a profile sheet. On the profile sheet, local and state norms are already plotted for the students to see. Then each student is given his own scores on a separate piece of paper, and the group is given instructions on how to plot the scores. Then by studying the profile sheet, each student sees how he compares with the average student at his grade level in the local school system and with the average student at his grade level across the state in the different subject areas. Local and state norms are used because they are more meaningful comparison groups to students, and realistically it is with these two groups that the individual student may have to compete later in high school, at the junior college or at one of the state universities. Likewise, students could plot their own results on interest inventories and vocational aptitude tests.

Counselors can then answer general questions about the test without making specific references to individual students and their scores. Once this has been done the counselor can dismiss from the group those students who have no further questions. The remaining students can then be divided into small groups, and counselors could answer any further questions. This allows for students who need further clarification of either the achievement test profiles or an interest inventory to get the added attention and clarification. Should there be need for further clarification or vocational counseling, the counselor can then see students on an individual basis. The procedure by which you move from a large group to a small group to individual counseling has the advantage of disseminating information and giving the students feedback on the tests but still allowing for the student to get the extra attention if he feels that it is needed.

SANTA FE
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SUMMARY AND CONCLUSIONS

Dr. April O'Connell
Student Affairs Division
Santa Fe Junior College

Self-reports were used as evaluative tools to measure the effectiveness of the county counselor workshop, and as such are subject to all the advantages and errors of this method of inquiry. However, from individual and group reports it appears that the objectives of the workshop were met. Specifically, the workshop participants reached the following conclusions:

1. This first extended meeting between Santa Fe Junior College counselors and high school counselors had been of value and this idea should be continued.

2. Subsequent conferences could be improved by more active participation on the part of the high school counselors, not only in the conference itself, but in the planning for the conference as well.

3. The high school counselors see the value of the small group experience in its many dimensions from group discussions to encounter groups, but are not sure how and where to use this method as yet in their particular school.

4. The high school counselors would like more training in group methods for their students and look to Santa Fe Junior College for possible continued experience in this area.

5. One of the most deeply felt values was the opportunity for the high school and the College counselors to come into personal contact with each other. In the words of one member of the group, "I shall now feel free to call on the phone when I need help now that I know you."

6. A need for closer communication and contact between the high school counselors themselves was a much agreed upon conclusion of the high school counselors. The counselors expressed a sense of isolation from each other and from the other faculty members in their own schools. They believed it would be helpful if they met with each other several times during the school year for articulation and implementation of their goals.

7. The next Santa Fe College-Alachua County High Schools conference was planned for January or February of 1970 in order to avoid the rush at the school beginning (September) and school ending (June).